“A Comparative study of study habits , self concept and academic achievement among high school students’’

A final Synopsis submitted to Dr. Babasaheb Ambedkar Marathwada University, Aurangabad for the degree of Doctor of Philosophy in the subject psychology under the faculty of social sciences.

By

Shinde Baliram Niwartti

Guide

Dr. I. D. Nath

Asso. Prof. Dept. of Psychology,

Dr. Babasaheb Ambedkar college of Arts and commerce,

Aurangabad.

Dr. Babasaheb Ambedkar Marathwada University, Aurangabad-431004.

June.2014

1. INTRODUCTION

Education is the process of developing the capacities and potentials of the individual so as to prepare that individual to be successful in a specific society or culture. From this perspective, education is serving primarily as an individual development function. Education begins at birth and continues throughout life. It is constant and on going. Schooling generally begins some where between the ages four and six when children are gathered together for the purposes of specific guidance related to skills and competencies that society deems important. In the past, once the formal primary and secondary schooling was completed the process was finished. However, in today's information age, adults are quite often learning in informal setting throughout their working lives and even into retirement.

Aacademic achievement can be defined as excellence in all academic disciplines, in class as well as extracurricular activities. It Includes excellence inspiring, behavior, confidence, communication, punctuality, skill, assertiveness, arts, culture and the like.

Study habits elicit and guide one's cognitive processes during learning and it plays a very crucial role in the academic performance of students. In view of this, some researchers (Bernard, 1990; Kendler, 1995; Onotsa & Okpala, 1985) have shown that students' academic performance is the product of an inter-play of factors like good and effective study habits and skills, teachers' relationship with students and conducive school or home environment. Available literature on study habits however, indicates that successful studying and understanding what is taught in schools are paramount to obtaining good academic performance and participating fully in society. Every individual exists in a constantly changing world of experience of which he is the center. It is his basic tendency and striving to know and understand himself as well as his environment. He reacts to his environment as he experiences and perceived it. Due to constant interactions with his environment, gradually the form of his 'self' is differentiated and developed. In this process, an integrated, organized and unique self-structure comes out. In this process, an integrated, organized and unique self-structure comes out. All his behavior is directed towards actualizing, preserving and enhancing this self-structure. That part of self-structure which the individual perceives as a set of specific and relatively stable self-characteristics formulates his self-concept.

Statement of the problem:-

"A comparative study of study habits, self-concept and academic achievement among high school students"

Objectives:-

1. To ascertain the difference between rural and urban students on their measure of study habits.
2. To compare the girls & boys students on their study habits.
3. To study the effect of interaction between inhabitance and gender to determine students' study habits.
4. To investigate the variance in academic achievement of students in relation to their inhabitance.
5. To explore the variation in academic achievement of students in relation to their gender difference.
6. To study the effect of interaction between inhabitance and gender to determine students' academic achievement.
7. To ascertain the difference between rural and urban students on their measure of Overall Self Concept as well as its' different dimensions namely Physical, Social, Moral, Intellectual, Temperamental and Educational Self Concept.
8. To compare the girls & boys students on their Overall Self Concept as well as on its' different dimensions namely Physical, Social, Moral, Intellectual, Temperamental and Educational Self Concept.
9. To study the effect of interaction between inhabitance and gender to determine students' Overall Self Concept as well as its' different dimensions namely Physical, Social, Moral, Intellectual, Temperamental and Educational Self Concept.

Hypothesis:-

1. Students belonging to urban and rural localities are not significantly different in their study habits.
2. Male and female school going adolescents are significantly different in their study habits.
3. Male and female belonging to urban and rural localities are not significantly different in their study habits.
4. Students belonging to urban and rural localities are not significantly different in their academic achievement.
5. Male and female are significantly different in their academic achievement.
6. There is significant difference in academic achievement of students belong to urban and rural localities in relation to their gender difference.
7. There is no significant effect of inhabitance (urban and rural) on students' Physical , Social , Moral , Intellectual ,Temperamental ,Educational as well as on Overall Self Concept
8. Male and female adolescents are significantly different on their Physical , Social , Moral , Intellectual ,Temperamental ,Educational as well as on Overall Self Concept
9. The effect of interaction between inhabitance and gender is significant on adolescents'' Physical , Social , Moral , Intellectual ,Temperamental ,Educational as well as on Overall Self Concept.

Research type:-

Non experimental: survey research (Casual Comparative Research)

Sample:-

The total sample comprised of school students with age rang 13 to 16 years. The whole sample consist of total 600 students with equal number of boys (n=300) and girls (n=300). Both subgroups were made with equal number of students belong to urban & rural community. To select the sample randomized sampling technique was used in the present study. The efforts were made to select the sample as representative as possible in terms of socio-economic status and family type. All students were selected form Marathi medium schools. The sample distribution is depicted as follows;

Table.1
Sample Distribution

Inhabitance (A) ↓	Gender(B)		Total
	Boy	Girl	
Urban	N = 150	N = 150	300
Rural	N = 150	N = 150	300
Total	300	300	600

Research Design:-

As per objective 2 X2 factorial design as depicted below was used for the current study

Table 2x2 factorial design

Table2

Inhabitance (A) ↓	**Gender (B)**		**Total**
	Boys (B1)	**Girls (B2)**	
Urban (A1)	**EXP. Gr. 1** (A1B1) **N = 150**	**EXP. Gr. 2** (A1B1) **N = 150**	**300**
Rural (A2)	**EXP. Gr. 3** (A1B1) **N = 40**	**EXP. Gr. 4** (A1B1) **N = 150**	**300**
Total	**300**	**300**	**600**

Where

A1 – Students belong to urban area.

A2 – Students belong to rural area

B1 – Boy students

B2 – Girl students

A1B1 – Boy students belong to urban area.

A1B2 – Girl students belong to urban area.

A2B1 - Boy students belong to rural area.

A2B2 - Girl students belong to rural area.

Variables:-

Considered variables were treated as follows:

Independent variable:-

- Inhabitance- A

✓ Urban – A1
✓ Rural – A2

- Gender- B

✓ Boys – B1
✓ Girls – B2

Dependent variable: -

- Study habits
- Self-concept
- Academic achievement

Research Tests:-

- **Table**
- **List of Tests**

Aspect studies	Test and scale	Developed by
Demographic Characteristic	**Demographic Sheet**	**Self (2013)**
Study Habits	**Test of Study Habits and Attitudes**	**C.P. Mature**
Self-Concept	**Self-Concept Questionnaire**	**R.K. Saraswat**
Academic Achievement	**Obtained scores in Final Exams in previous standard/year**	

Conclusion

From the analysis it was found out that:

- Adolescents who belongs to rural area were found to be more excellent in their study habits and possess significantly more positive attitudes towards teaches; school and home environment; education; study habits; mental conflict; concentration; home assignment; self-confidence; and examination as compared to those who belongs to urban community.

- Female adolescents possess significantly good study habit and attitude than male students.
- Interaction effect of living area and gender was found to be insignificant in order to determine adolescents' study habit and attitude.
- Adolescents students based on their inhabitance i.e. Urban and rural do not significantly different in their academic achievement.
- Female adolescents are significantly higher in their academic achievement as compared to their male counterparts. .
- There is significant difference in academic achievement of male and female students in relation to their inhabitance difference.
- Inhabitance was found to be significant on physical component of self- concept in favor of urban adolescents.
- rural students was found to be significantly higher than urban community students on their measure of Social , Educational , moral self-Concept.
- There is insignificant difference was observed in urban and rural adolescents on their measure of intellectual , temperamental and overall Self Concept.
- On physical dimension of self-concept, male obtained significantly higher scores than female adolescence.
- on Temperamental, Education and Moral component of self-concept female adolescents were found to be significantly more positive than male adolescents
- Male and female were found to be parallel in their overall as well as social self-concept.
- F values were found to be insignificant for male and female students in relation to their living area (urban and rural) in their measure of overall self-concept (SCQ) as well as its various dimensions namely physical, social, moral, Intellectual, temperamental and educational self-concept.

Delimitation of the study

The present study has following delimitations:

- The present study is limited to the study variables namely study habit, academic achievement and self-concept and its influencing factor that is only inhabitance and gender.
- It is only cause-effect type investigation.
- It is confined to the school going adolescents only.
- The population under study is limited to the municipal limits of Beed. (Maharashtra, India).
- The sample size of the present study is limited to 600 students.
- The present study is limited in its design, method, measuring devices and statistical techniques.

Suggestions for Future Research

The following suggestions with reference to aforementioned limitation are-

- It is important that the findings of this research are not generalized to all schools in the country. The sample for this study though fairly large was from only one district in the Central Region of Maharashtra. Further research can be conducted with larger sample size from schools situated in different area throughout the regions of country.
- Other factors that may influence the study habits of students such as academic motivation, intelligence, parental socio-economic background etc. should also be considered for further research in a different geographical location.
- Future research works in the area of intervention strategies need to be developed to enhance academic achievement, self-concept and improve study habits among students.

REFERENCES

Agrawal KG (1978). Self, Role and Status sterling Publisher Pvt. Ltd., New Delhi, 30-45

Ajay Kumar Attri (2013) . Study Habits of Senior Secondary Students of Working and Non- Working Mothers .International Educational E-Journal, {Quarterly}, ISSN 2277-2456, Volume-II, Issue-IV.

Baumeister, R. &Rice,D. (1986). How adolescence became the struggle for self: A historical transformation of psychological development. In J. Suls& A. Greenwald, Psychological Perspectives on the self. Vol. 3 (183-201), Hillsdale, NJ:Erlbaum.

Bhardwaj, N. (1996). Perceived parental behaviour and self-concept among adolescents.Souvenier, 2nd National Conference of PLAI at L.A.D. College, Nagpur, 68.

Cater V. G., D. K. Phi, Dictionary of Education, McGraw-Hill, New York, 1973.

Chaube S.P. (2002). Psychology of Adolescents In India. Concept Publishing Company, New Delhi, 166-180

Kerlinger, F.N. (2006). "Foundation of Behavioural Research, p-603.

Singh, S. (1984).Relationship of home environment need for achievement and academic motivation with academic achievement.In M.B. Buch (1991) (Ed.), Fourth survey of research in education (Vol.1, pp. 856-857). New Delhi: NCERT

Wexler, K. (1996). The father's contribution to his daughter's developing self-esteem, attachment style, and autonomy from a relational perspective. Dissertation Abstracts International, 57(3), 2207-B.

Researcher **Research Guide**

Shinde Baliram Niwartti **Dr.Mrs.I.D.Nath**